



Roadmap for the Journey
The Trainer's Guide

Module
7



Description of Module 7

Ticket for the Journey Opening Doors through Evaluation & Assessment

Evaluation and assessment can be the ticket through the door to eligibility for early intervention services and supports. An important responsibility of the service coordinator is to assist the family by coordinating the performance of evaluations and assessments.

In this module key terms related to evaluation and assessment are defined, and *Tennessee's Definition of Developmental Delay* is reviewed. The impact of cultural practices on developmental delay is incorporated as well. Eligibility criteria for infants and toddlers referred due to prematurity or communication concerns can be found in this module. Information about procedures for establishing eligibility and suggested tools for evaluations in Tennessee are included.

The purpose of evaluation and assessment is outlined, and important considerations concerning who conducts evaluations and assessments, where they are conducted, and the role of the family are discussed. Pertinent timelines related to evaluation and assessment are included. Service coordinators will learn about procedures related to re-evaluations and about the steps to follow for establishing eligibility through informed clinical opinion.

Forms related to evaluation and assessment were discussed in the previous training module (Module 6 *Getting to Know the Travelers along the Way – Gathering Information, Intake & Referral, and Building Resources*), as they relate to topics therein.

Field observation is an important learning tool for service coordinators. In this module forms are available to assist service coordinators as they observe qualified personnel conducting developmental screenings, evaluations and assessments, and domain-specific evaluations.



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Competencies

- Has knowledge and understanding of the primary role of the family in the evaluation and assessment process.
- Participates in, conducts, and implements screening and child find programs.
- Administers and interprets reliable and non-discriminatory screening instruments appropriate to the family and the child.
- Has knowledge and understanding of *Tennessee's Definition of Developmental Delay*.
- Has knowledge and understanding of the influence of culture as it relates to findings of developmental delay.
- Has knowledge and understanding of Tennessee's eligibility criteria for infants and toddlers referred for early intervention services due to communication concerns or prematurity.
- Has knowledge and understanding of eligibility procedures and the responsibilities of the service coordinator in coordinating evaluations and assessments.
- Demonstrates knowledge of instruments used by various disciplines for purposes of evaluation for eligibility and assessment for program planning.
- Has knowledge and understanding of the service coordinator's responsibilities related to establishing eligibility by informed clinical opinion.
- Has knowledge and understanding of suggested tools for evaluation in Tennessee.
- Has knowledge and understanding of pertinent timelines related to evaluation and assessment.
- Has knowledge and understanding of procedures related to re-evaluation.



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Module Instructions

Procedure/Activity	Materials	Time
<p>Introduce the module by describing its contents. You may use the written description provided at the beginning of this guide if desired.</p> <p>Note: Forms related to eligibility and assessment were discussed in the previous module (Module 6 <i>Meeting the Travelers along the Way – Gathering Information, Intake & Referral, and Resources</i>).</p>	Module description	5 minutes
<p>7.1 Ticket for the Journey – Developmental Delay</p> <p>Show PowerPoint <i>Ticket for the Journey</i> (slides 1-5), making the points and engaging the learner in discussion as desired and time allows.</p> <p>Give participants a copy of <i>Tennessee’s Definition of Developmental Delay</i> (7.1a) and review criteria with them.</p> <p>Give participants a copy of 7.1b <i>The Implications of Culture on Developmental Delay</i> and instruct them as follows:</p> <ul style="list-style-type: none"> • Read article (outside of training) and complete worksheet 7.1c. • Return completed worksheet to trainer/supervisor for approval, then place in portfolio. 	<p>PowerPoint <i>Ticket for the Journey</i> (disc, web, or Blackboard)</p> <p>Computer with monitor or laptop or projector for viewing PowerPoint</p> <p>Print and provide handout of PowerPoint, if desired.</p> <p>7.1a <i>Tennessee’s Definition of Developmental Delay</i></p> <p>7.1b <i>The Implications of Culture on Developmental Delay</i></p> <p>7.1c <i>The Implications of Culture on Developmental Delay Worksheet</i></p> <p>7.1d <i>The Implications of Culture on Developmental Delay – Trainer’s Key</i></p>	15 minutes for slides 1-5, review of criteria, and reading/work sheet assignment

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<p>When the worksheet is returned, you may use 7.1d <i>The Implications of Culture on Developmental Delay – Trainer's Key</i> to determine correct responses. Consider this a pass/fail activity. If the participant(s) responses are inadequate, ask them to read the article again, and correct inadequate responses.</p> <p>Return to PowerPoint.</p>		
<p>7.2 Ticket for the Journey – Eligibility Procedures</p> <p>Show PowerPoint <i>Ticket for the Journey</i> (slides 6-9), making the points and engaging the learner in discussion as desired and time allows.</p> <p>Provide a copy of 7.2a <i>Explanation of Evaluation/Assessment Procedures</i> and instruct the participants to read the information outside of training.</p> <p>Return to PowerPoint.</p>	<p>PowerPoint <i>Ticket for the Journey</i> (disc, web, or Blackboard)</p> <p>Computer with monitor or Laptop or projector for viewing PowerPoint</p> <p>7.2a <i>Explanation of Evaluation/Assessment Procedures</i></p>	<p>5 minutes for slides 6- 9 and instructing participants about reading assignment</p>
<p>7.3 Ticket for the Journey – Evaluation</p> <p>Show PowerPoint <i>Ticket for the Journey</i> (slides 10-12), making the points and engaging the learner in discussion as desired and time allows.</p> <p>Provide a copy of 7.3a <i>Evaluation Tools for Determining Eligibility for Early Intervention Services</i> to participants and inform them of the commonly used instruments in your district/area.</p>	<p>PowerPoint <i>Ticket for the Journey</i> (disc, web, or Blackboard)</p> <p>Computer with monitor or laptop or projector for viewing PowerPoint</p> <p>7.3a <i>Evaluation Tools for Determining Eligibility for Early Intervention Services</i></p>	<p>5 minutes for slides 10-12 and brief discussion of instruments used</p>

Procedure/Activity	Materials	Time
Return to PowerPoint		
<p>7.4 Ticket for the Journey – Evaluation & Assessment</p> <p>Show PowerPoint <i>Ticket for the Journey</i> (slides 13-26), making the points and engaging the learner in discussion as desired and time allows.</p>	<p>PowerPoint <i>Ticket for the Journey</i> (disc, web, or Blackboard)</p> <p>Computer with monitor or laptop or projector for viewing PowerPoint</p>	<p>1 hour</p> <p>Total time thus far=1 ½ hrs.</p>
Break		15 minutes
<p>7.5 Ticket for the Journey – Informed Clinical Opinion</p> <p>Show PowerPoint <i>Ticket for the Journey</i> (slides 27-33), making the points and engaging the learner in discussion as desired and time allows.</p> <p>Provide a copy of 7.5a <i>Informed Clinical Opinion</i> and instruct the participants to read the information outside of training.</p> <p>Provide a copy of 7.5b <i>Informed Clinical Opinion Summary</i>. Review instructions with participants.</p> <p>Return to PowerPoint.</p>	<p>PowerPoint <i>Ticket for the Journey</i> (disc, web, or Blackboard)</p> <p>Computer with monitor or laptop or projector for viewing PowerPoint</p> <p>7.5a <i>Informed Clinical Opinion</i></p> <p>7.5b <i>Informed Clinical Opinion Summary</i></p>	<p>25 minutes for slides 27-33, outside reading assignment, and review of <i>Informed Clinical Opinion Summary</i> form</p>
<p>7.6 Ticket for the Journey – Family Assessment</p> <p>Show PowerPoint <i>Ticket for the Journey</i> (slides 34-36), making the points and engaging the learner in discussion as desired and time allows.</p>	<p>PowerPoint <i>Ticket for the Journey</i> (disc, web, or Blackboard)</p> <p>Computer with monitor or laptop or projector for viewing PowerPoint</p>	5 minutes
<p>7.7 Guidelines for Communication Eligibility Determination</p> <p>Ask participant(s) to read the booklet as an outside reading assignment.</p>	<p>TEIS booklet <i>Guidelines for Communication Eligibility Determination</i></p> <p>7.7a <i>Summary of Communication Eligibility Guidelines</i></p>	<p>15 minutes to make reading assignment and review summary form</p>

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Review the content of 7.7a <i>Summary of Communication Eligibility Guidelines</i> with the participant(s), answering any questions they may have.		
<p>7.8 Guidelines, Definition, and Eligibility Criteria for Infants Referred for Early Intervention Services Due to Prematurity</p> <p>Show PowerPoint <i>Guidelines, Definition, and Eligibility Criteria for Infants Referred for Early Intervention Services Due to Prematurity</i>, making the points and engaging the learner in discussion as desired and time allows.</p> <p>Provide a copy of the TEIS booklet <i>Premature Infants – Guidelines for Early intervention</i> for the participant(s). Ask them to read the booklet as an outside reading assignment.</p>	<p>PowerPoint <i>Guidelines, Definition, and Eligibility Criteria for Infants Referred for Early Intervention Services Due to Prematurity</i> (disc, web, or Blackboard)</p> <p>Computer with monitor or laptop or projector for viewing PowerPoint</p> <p>Print and provide handout of PowerPoint, if desired.</p> <p>TEIS booklet <i>Premature Infants – Guidelines for Early Intervention</i></p>	45 minutes for PowerPoint and outside reading assignment
<p>7.9 Instructions for Screening, Field Observations, and Other Odds & Ends</p> <p>1. District/agency policies and procedures for screening, evaluation, and assessment</p> <p>Screening</p> <ol style="list-style-type: none"> Explain the policies and procedures for screening in your district/agency. Arrange for the participant(s) to receive training on the screening instrument used in your district/agency outside of core training time. Instruct the participant(s) to arrange a field observation 	<p>7.9a <i>Field Observation Form – Screening</i></p> <p>7.9b <i>Field Observation Form – Evaluation/Assessment</i></p> <p>7.9c <i>Chronological Age Computation</i></p> <p>7.9d <i>Adjusted Age Computation</i></p> <p>7.9e <i>Computation for Percent Delay</i></p>	30 minutes

Procedure/Activity	Materials	Time
<p>of a screening using the form 7.9a <i>Screening-Field Observation Form</i>.</p> <ul style="list-style-type: none"> d. Meet with the participant(s) following training and observation to review responses to form 7.9a and answer any follow-up questions as needed. e. Instruct the participant(s) to place the completed observation form in the portfolio. f. Add any additional training, mentoring, practice, etc. necessary to ensure the coordinator's skill and accuracy in appropriately administering screenings. <p>Evaluation/Assessment</p> <ul style="list-style-type: none"> a. Explain the policies and procedures for evaluation and assessment in your district/agency. Describe the role of the service coordinator in this process in your area. If you have referral forms unique to your district/agency for arranging evaluations and assessments, inform the participant of those. b. Instruct the participant in how to set up two field observations. One observation will allow the service coordinator to observe a full developmental evaluation of all five domain areas. The second observation will allow the service coordinator to observe a domain-specific or specialty 		

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<p>evaluation.</p> <p>c. Instruct the participant(s) to use 7.9b <i>Evaluation/Assessment Field Observation Form</i> during both of these observations, and to meet with the trainer/supervisor following completion of the observations to answer any follow-up concerns as needed.</p> <p>d. Instruct the participant(s) to place the completed observation form in the portfolio.</p> <p>2. Optional Tools</p> <p>a. If desired, make available the following handouts to ensure that service coordinators understand how to accurately compute items related to screening, evaluation, and assessment.</p> <p>i. 7.9c <i>Chronological Age Computation</i></p> <p>ii. 7.9d <i>Adjusted Age Computation</i></p> <p>iii. 7.9e <i>Computation for Percent Delay</i></p>		
<p>7.10 It Matters: Lessons from my son Advice for Professionals Who Must "Conference Cases"</p> <p>Show PowerPoint <i>It Matters: Lessons from my son.</i></p> <p>Note: The poem illustrated in the PowerPoint was a result of a meeting the author, Janice Fialka, had with a team of professionals when her son was four years old.</p>	<p>PowerPoint <i>It Matters: Lessons from my son</i> (disc, web, or Blackboard)</p> <p>Computer with monitor or laptop or projector for viewing PowerPoint Print and provide handout of PowerPoint, if desired.</p>	<p>5 minutes</p> <p>Total time= app. 3 ¾ hours, including one 15-minute break</p>

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<p>This poem is effective in helping other professionals understand the emotional impact on families upon receiving diagnostic/assessment type information about their child.</p> <p>Service coordinators play a key role and have a responsibility to make the evaluation and assessment process as productive and comfortable as possible for families.</p>		



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